

How to HUMANIZE YOUR ONLINE CLASS



What is humanizing?

Humanized learning increases the relevance of content and improves students' motivation to log-in week-after-week. When students relate to an online instructor as something more than a subject matter expert and begin to conceive of themselves as part of a larger community, they are more likely to be motivated, be satisfied with their learning, and succeed in achieving the course objectives (Picciano, 2002; Rovai & Barnum, 2003; Richardson & Swan, 2003).

FACILITATION

presence



Don't be a robot.

Create a lively welcome video.
Provide feedback in audio or video.
Greet students with a video each week.
Offer synchronous meetings for those who need them.

empathy



Sense when students need extra support.

Be approachable.
Check-in with students individually.
Support students through difficult times.
Send a supportive video message to a struggling student.

awareness



Know your students.

Survey students in week 1.
Use a fun, low-risk ice breaker to get students connected.
Build in formative feedback loops.

COURSE DESIGN

(Turner & Paris, 1995; Wang & Han, 2001)

choice



Options increase intrinsic motivation.

Allow students to express themselves through writing, voice, and video.
Provide format and topic options for projects.

challenge



Get students out of their comfort zones.

Encourage students to try new things - and believe in them!
Assess learning through content creation.

control



Involve students in decision-making.

Allow students to:
- organize groups
- create a portion of the class content
- suggest ideas for assessments

collaboration



Empower students to inspire one another.

Have students learn from each other.
Use social technologies to design connected learning activities.

constructing meaning



Have students discover real-world connections.

Use video as a catalyst for discussion.
Invite students to contribute videos, images, links that demonstrate examples of concepts.

consequences

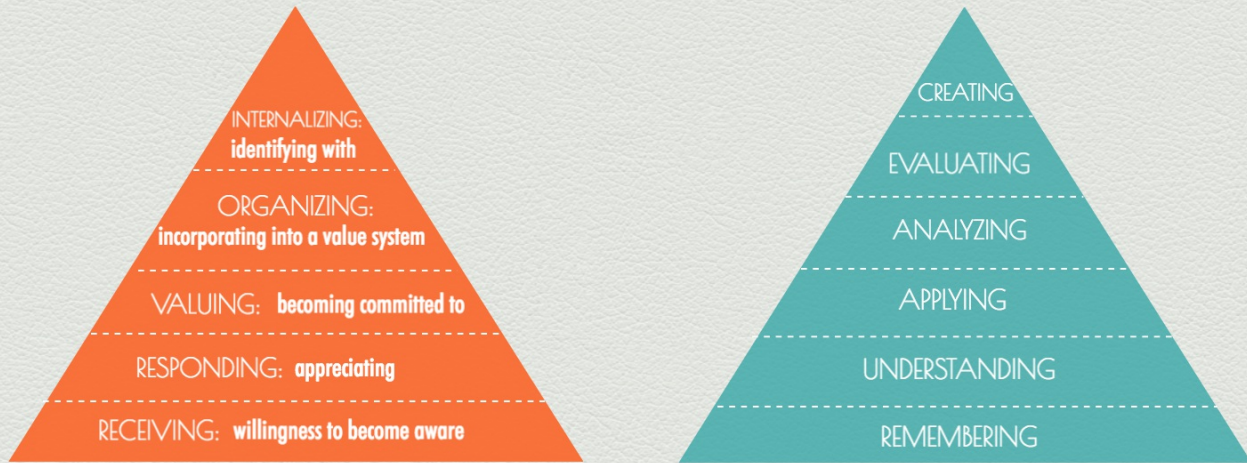


Design projects that last longer than your class.

Turn students into content creators.
Have students share work with peers and/or on open websites.

LEARNING DOMAINS

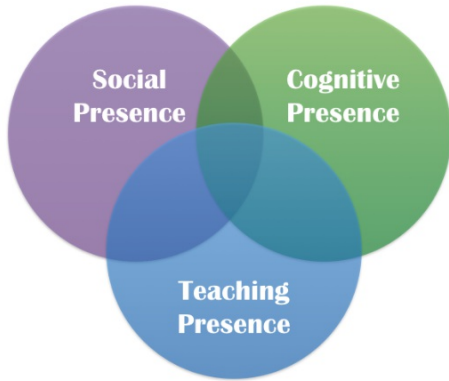
In education, Bloom's taxonomy is frequently used as a helpful framework to understand how learning occurs and, in turn, design a learning experience that fosters growth and development. The cognitive domain of learning, however, is often the primary domain educators consider. Humanized learning also involves a careful consideration of the role that attitude, motivation, and values play in a student's learning. These are associated with the affective domain of learning.



AFFECTIVE learning
Affective learning outcomes involve attitudes, motivation, and values. The expression of these often involves statements of opinions, beliefs, or an assessment of relevance (Smith & Ragan, 1999).

COGNITIVE learning
Cognitive learning outcomes involve knowledge. The expression of these may involve reproduction of information, demonstration of concepts, and application of principles to different contexts (Garris, Ahlers, & Driskell, 2002).

COMMUNITY OF INQUIRY (COI)



(Garrison, Anderson, & Archer, 2000)

Community of Inquiry (CoI) is a theoretical framework that educators may leverage to understand how to develop and assess deep, meaningful learning experiences.

The three elements in CoI are:

Social Presence

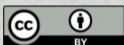
"the ability of participants to identify with the community..., communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities." (Garrison, 2009)

Teaching Presence

"the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes." (Anderson, Rourke, Garrison, & Archer, 2001)

Cognitive Presence

"the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication. (Garrison, Anderson, & Archer, 2001)



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